

**American Rescue Plan Elementary and Secondary School Emergency Relief Requirement for
ARP ESSER School District Plan**

Updated: 6/2/2021

The American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) Fund was established in response to the immense challenges facing students, educators, staff, schools, and districts in preparing for and responding to COVID-19. The funds are for a wide array of activities to address diverse needs arising from or exacerbated by the pandemic, or to emerge stronger post-pandemic. This includes responding to students’ social, emotional, mental health, and academic needs. Because of the unprecedented, one-time funding available to districts, the South Dakota Department of Education (the department) encourages school districts to invest the funding strategically. Investments should provide sustained benefits to students and positively impact the district long-term.

The below plan must be completed by each public school district receiving funding under the ARP ESSER, developed in concert with stakeholders as detailed below and available for public comment. Districts must submit this plan to the department by Aug. 20, 2021; all funds must be obligated by Sept. 30, 2024. All funds must be liquidated by Dec. 10, 2024.

The ARP ESSER School District Plan Template is based on the U.S. Department of Education (US ED) Interim Final Rules 34 CFR Chapter II, Docket IDED-2021-OESE-0061 from April 22, 2021, the [ARP State Plan](#) issued April 21, 2021 from US ED, and US ED’s [Frequently Asked Questions](#) issued May 2021.

This plan must be provided in formats accessible to parents who speak a language other than English and individuals with disabilities.

School District: Oldham-Ramona School District 39-5	Total ARP ESSER Funding Available: \$280,324
Date of School Board Plan Approval: 08/09/2021	Budgeted to Date: \$0
ARP ESSER School District Plan URL: https://oldhamramona.k12.sd.us	Amount Set Aside for Lost Instructional Time: \$56,065

Prevention and Mitigation Strategies

1. Describe how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent Centers for Disease Control and Prevention (CDC) guidance on reopening schools. Please insert NA if a category is not applicable to your plan.

Narrative	Approximate Budget
Overview N/A	
Equipment and/or Supplies	\$0
Additional FTE	
Other Priorities Not Outlined Above	
Total Approximate Budget for Mitigation Strategies	\$0

Academic Impact of Lost Instructional Time

2. Describe how the school district will use the funds it reserves (i.e., at least 20 percent of funding) under [section 2001\(e\)\(1\)](#) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions (please see [U.S. Department of Education’s FAQ](#) A-10 and C-2; districts may also consult the department’s Evidence Based Practices Template found under Documents/Resources [here](#)). This can include summer learning, extended school day, comprehensive afterschool programs, or extended school year. Please insert NA if a category is not applicable to your plan.

Narrative	Approximate Budget
<p>Overview</p> <p>ARP ESSER III - The Oldham-Ramona School District is in current discussions with the Rutland School District to consolidate. This consolidation, if passed, is currently forecasted to take effect in Fall of 2024, with the new district (Oldham-Ramona-Rutland) proposing to open a new consolidated K-12 school. The Oldham-Ramona School District plans to use the ARP ESSER Funds for learning loss within the new Oldham-Ramona-Oldham-Ramona School District. The monies are planned to be earmarked for technology, curriculum, staff professional development, data collection (NWEA Maps for example), summer enrichment and before/after-school programs to further impact our student population educationally. As this consolidation take shape, the school district will fully evaluate the vision of the new school district and make sure the funds are meeting the requirements of the ARP funds as well as carefully evaluating a spending “best-practice” to meet the needs of the students as they get ready to start in a new school building to continue their education.</p>	

<p>Specific Evidence-Based Interventions (eg., curriculum, assessments) School district will be reevaluating district curriculum and technology needs based on the data and vision obtained for the new district.</p> <p>Data from NWEA and SBAC Interim testing will help to measure and identify areas of strengths and weaknesses. Data will be used to drive instruction and curriculum reviews as well as assist in the final line-item budgeting of the ARP ESSER III funds.</p>	
<p>Opportunities for Extended Learning (eg., summer school, afterschool) Summer school program Afterschool program</p>	
<p>Equipment and/or Supplies Laptops/Devices for students Wifi-Hot Spots Curriculum Data Collection Resources to identify student needs.</p>	\$250,324
<p>Additional FTE Summer School Staffing</p>	\$10,000
<p>Other Priorities Not Outlined Above</p>	\$
<p>Total Approximate Budget for Academic Impact of Lost Instructional Time</p>	\$260,324

Investments Aligned with Student Needs

- Describe how the school district will ensure that the interventions it implements described in question 2 above will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic. This should include specific language around each of the below groups. Discuss each category by elementary, middle, and high school, if appropriate*

Population	Academic	Social, Emotional, and Mental Health
All students	New facility offering new (and up to date) learning opportunities along with the available after school and summer learning options.	Every student will have equal access to district services (health, counseling, social/emotional).
Students from low income families	New facility offering new (and up to date) learning opportunities along with the available after school and summer learning options.	Every student will have equal access to district services (health, counseling, social/emotional).

Students of color	New facility offering new (and up to date) learning opportunities along with the available after school and summer learning options.	Every student will have equal access to district services (health, counseling, social/emotional).
English learners	New facility offering new (and up to date) learning opportunities along with the available after school and summer learning options.	Every student will have equal access to district services (health, counseling, social/emotional).
Children with disabilities	New facility offering new (and up to date) learning opportunities along with the available after school and summer learning options.	Every student will have equal access to district services (health, counseling, social/emotional).
Students experiencing homelessness	New facility offering new (and up to date) learning opportunities along with the available after school and summer learning options.	Every student will have equal access to district services (health, counseling, social/emotional).
Children in foster care	New facility offering new (and up to date) learning opportunities along with the available after school and summer learning options.	Every student will have equal access to district services (health, counseling, social/emotional).
Migratory students	New facility offering new (and up to date) learning opportunities along with the available after school and summer learning options.	Every student will have equal access to district services (health, counseling, social/emotional).

**If a population is not traditionally and was not present during the 2020-21 school year, the district may include a statement on how it will address the needs of such students should that population be present in the 2021-22, 2022-23 or 2023-24 school years.*

Investments in Other Allowed Activities

- Describe how the school district will spend its remaining allocation consistent with [section 2001\(e\)\(2\)](#) of the ARP Act (see [here](#) for remaining allowable uses of funds). Please insert NA if a category is not applicable to your plan.

Narrative	Approximate Budget
Overview Staff professional development to ensure that instructional delivery (with the tools/items purchased) is effective and meaningful.	

Academic Supports	
Educator Professional Development Continue to provide staff with professional development training on use of testing data to identify strengths/weaknesses. Provide staff with supplemental classroom material and how to use it effectively in the classroom.	\$20,000
Interventions that Address Student Well-Being	
Strategies to Address Workforce Challenges	
Other Priorities Not Outlined Above	
Total Approximate Budget for Investments in Other Allowed Activities	\$20,000

5. If the school district proposes to use any portion of ARP ESSER funds for renovation, air quality, and/or construction projects, describe those projects below. Each project should be addressed separately. (Districts may add boxes as needed). Please insert NA if this category is not applicable to your plan.

Please also note that these projects are subject to the department’s prior approval. For further guidance, see [U.S. Department of Education’s FAQs](#) B-6, B-7, B-8 and C-27.

Narrative	Approximate Budget
Overview NA	
Project #1 NA	
Project #2 NA	
Total Approximate Budget for Renovation, Air Quality, and/or Construction	NA

6. Before considering construction activities as part of the district’s response to COVID-19 and as a component to emerging stronger post-pandemic, describe how and with which funding sources the district will support other essential student needs or initiatives.

Narrative	Approximate Budget
Overview In addition to the ARP ESSER III funds, the new consolidated school district will utilize general fund monies to further support hiring highly qualified teachers, support in-class learning while capital outlay dollars will be used to help with further equipment and building necessities that will be needed to successfully open a new school facility.	None from ARP ESSER III

Engaging Students at Risk

7. Describe how the school district will use ARP ESSER funds to identify, reengage, and support students most likely to have experienced the impact of lost instructional time, including, but not limited to:
 - a. Students who have missed the most in-person instruction in the 2019-20 and 2020-21 school years
 - b. Students who did not participate or participated inconsistently in remote instruction
 - c. Students most at risk of dropping out of school.

Please note if these strategies represent a continuation from either ESSER I or ESSER II funding.

Narrative
<p>Overview The school district will continue to identify and work with at-risk students. The district will work with each student individually to meet the needs of each student to be successful in and out of the classroom.</p>
<p>Missed Most In-Person Additional in-school supports along with after school and summer learning opportunities for all students.</p>
<p>Did Not Participate in Remote Instruction NA</p>
<p>At Risk for Dropping Out Students will have the opportunity to take credit recovery classes as well as school counseling services provided by the school counselor.</p>

Stakeholder Consultation:

8. Describe how the school district did and will continue to engage in meaningful consultation with stakeholders around the planned use of ARP ESSER funds.

Narrative
<p>Overview, including the three highest priority needs that emerged from consultation</p>
<p>Students</p>

Families
School and district administrators (including special education administrators)
Teachers, principals, school leaders, other educators, school staff, and their unions
Tribes (for affected LEAs under Section 8538 of the ESEA; see here for more detail)
Civil rights organizations (including disability rights organizations), as applicable
Stakeholders representing the interests of: children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students
The public

District Assurance of Regular Review

The South Dakota Department of Education will collect assurances from superintendents that ARP ESSER Plans have been reviewed, available for public comment, and amended if necessary at these points during the school year:

- December 2021 (in conjunction with December Child Count)
- June 2022 (in conjunction with Year-End Sign-off)
- December 2022 (in conjunction with December Child Count)
- June 2023 (in conjunction with Year-End Sign-off)

To facilitate transparency, the department will post the link to each school district’s plan on its website. It will be the responsibility of the district to ensure its link remains valid.